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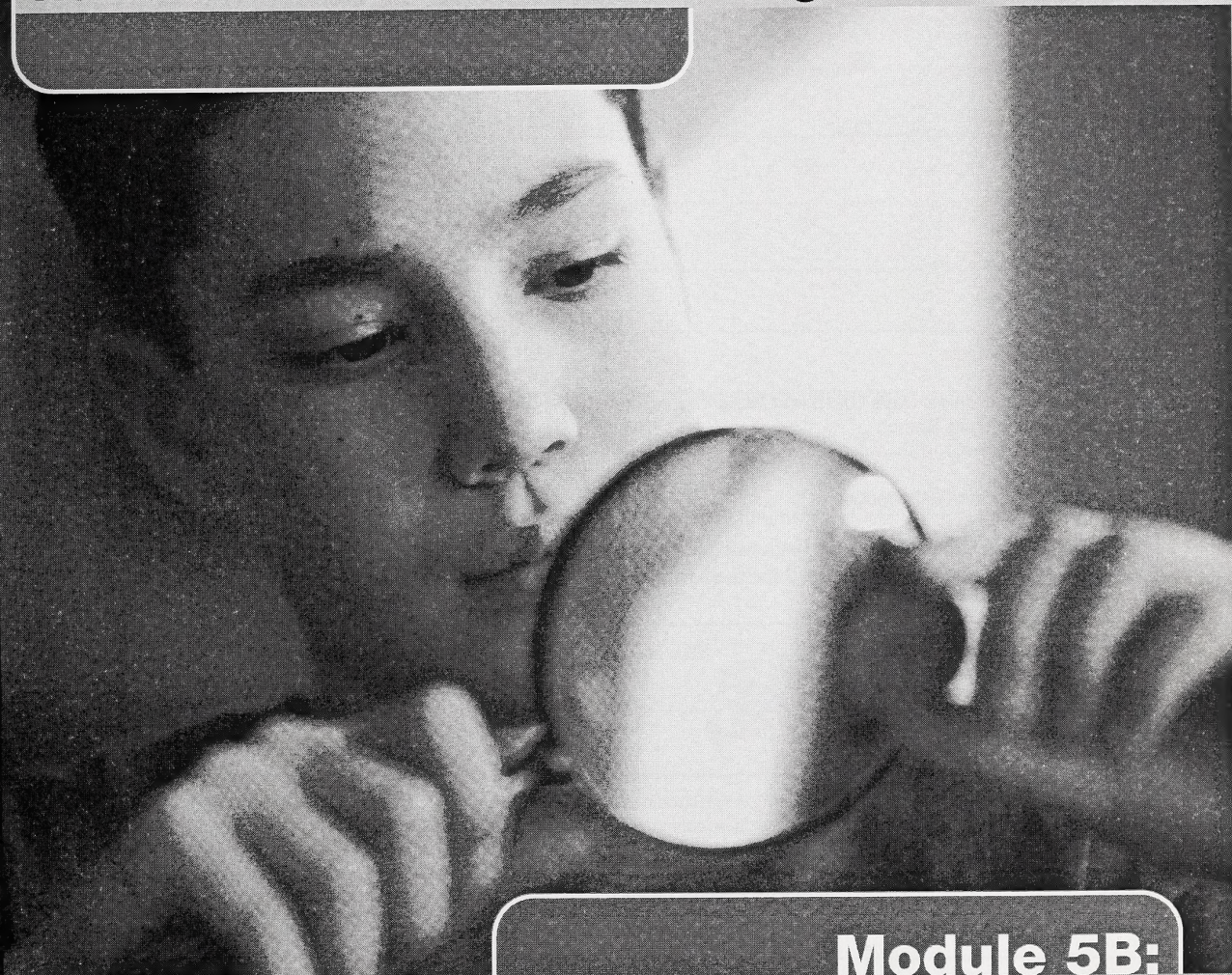


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Grade Three

Thematic

Home Instructor's Guide and Assignment Booklet



Module 5B:
Clues

Day 10 to Day 18



Learning
Technologies
Branch

Alberta
EDUCATION

Grade Three Thematic
Module 5B: Clues
Home Instructor's Guide: Days 10–18 and Assignment Booklet 5B
Learning Technologies Branch
ISBN 0-7741-2766-X

Cover Art: Photodisc/Getty Images

The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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Module 5B: Clues

In Module 5B the student continues to work on the science topic Rocks and Minerals. The emphasis in this module is on dirt and soil. Soil samples are examined closely, and the student learns why soil is important to plants and animals. The student learns how objects buried in soil leave clues about the past.

To develop spelling and reading skills in Module 5B, phonics and spelling activities focus on suffixes.

The Home Instructor's Guide for Module 1A contains general information about the role of the home instructor, curriculum information, arranging the learning area, breaks, assessment, and special features. If you do not have access to the Module 1A Home Instructor's Guide, contact your teacher to obtain this important information.

Learning Outcomes

Science, Social Studies, and English Language Arts

Science outcomes for this portion of the module include the following:

- recognizing that rocks are composed of a variety of minerals
- identifying uses of rocks, minerals, and soil
- recognizing and describing the components of soil
- understanding animal habitats and adaptations
- using the scientific process

Social studies outcomes include the following:

- appreciating similarities and differences among people and communities
- recognizing the traditions, celebrations, stories, and practices in communities that connect people to the past and to each other
- examining how various leaders are chosen in communities
- seeing how individuals and groups in the community maintain peace
- locating an area on a map
- using a scale to determine distances
- creating and interpreting a time line

English language arts outcomes include

- applying word-analysis strategies to words with suffixes
- using word analysis to segment words
- applying phonetic generalizations to read words
- identifying types of literature
- reading silently with accuracy and confidence
- sharing ideas related to new information
- using a dictionary to locate meanings of words
- describing characters in terms of who they are and the relationships they have with other characters

- expressing preferences for one character over another
- connecting own experiences with the experiences of characters
- sequencing and retelling main events
- recognizing the main idea and supporting ideas
- combining and rearranging information
- appreciating the artistry of text
- appraising others' work
- locating the answers to questions
- organizing and recording information
- identifying fact and fiction
- revising and editing
- learning proper alignment, shape, and slant for cursive writing
- using standard grammar, spelling, and punctuation in written work

Before beginning this module, borrow library books for shared reading and silent reading. Choose a variety of fiction and non-fiction books, articles, and anthologies about archaeology, soil, and plants and animals that live in the soil.

Music

Provide a variety of musical opportunities for the student. Play classical and contemporary music selections during appropriate times of the day.

Technology

The student may choose to use the computer for research or for writing assignments.

Physical Education and Health and Life Skills

Daily fitness activities are strongly recommended.

Art

In this module the student creates a sand painting in order to explore different ways of using materials.

Required Materials

The student will need the following items for Module 5B:

- Module 5B Student Module Booklet
- Module 5B Assignment Booklet
- *Collections: Beneath the Surface*
- a junior dictionary
- *Modern Curriculum Press Phonics: Level C*
- *Grade Three Thematic Audio CD*
- Writing Folder

- Art Folder
- interlined notebook or paper for handwriting
- soil from a garden, yard, nearby lot, or field
- three or more soil samples, including sandy soil, clay, and humus (loam)
- gravel
- plaster of Paris, potting soil or humus, clear plastic glass, lima bean seeds
- a live earthworm (if possible) and an anthill (if possible)
- magnifying glass, a tall glass or plastic jar with a lid
- ingredients for a snack, including chocolate cookie crumbs, whipped topping, instant chocolate pudding, milk, and gummy worms
- photos of the student doing the model fossil dig in Module 5A or five photos on a common subject from the family photo album
- sand, straw, safety glasses, cake pan
- clean sand; tempera paint; empty glitter jars, baby food jars, or salt shakers; and poster board or cardboard

Special Activities

Research

Day 11: The student is asked to dig up an earthworm and study it. If it is winter, this activity may be postponed until spring.

Day 12: The student is asked to observe an anthill. If it is winter, this activity may be postponed until spring.

Cooking

Day 11: A “dirt cup” snack is prepared. See Day 11 or Required Materials for a list of ingredients.

Science Experiments

Day 13: soil layer experiment

Day 14: soil experiment

Day 15: water erosion experiment

Day 16: wind and plant erosion experiments

Suggested Times

The general schedule for the day is as follows:

Activity	Time
Introduction and Getting Started	5–10 minutes
English Language Arts (includes reading, writing, spelling, and phonics)	60–90 minutes
Math	45 minutes
Physical Education and Health and Life Skills	15–30 minutes
Silent Reading	15 minutes
Thematic Activities	60–90 minutes
Story Time	15 minutes
Looking Back	15 minutes

Exceptions to this general time schedule will be noted in the daily summaries. Not all activities will appear each day.

Additional Resources

The following books may be available at your local library or bookstore. Your librarian may be able to suggest additional or alternative books.

Fiction: Anthologies

Skywoman: Legends of the Iroquois, Joanne Shenandoah and Douglas M. George

Legends of the Iroquois, Tehanetorens

Roots of the Iroquois, Tehanetorens

Fiction: Chapter Books

Fantastic Mr. Fox, Roald Dahl

Petey and Miss Magic, N. B. Dorman

There's a Hair in My Dirt: A Worm's Story, Gary Larson

Fiction: Short Stories and Picture Books

The Woman Who Fell from the Sky: The Iroquois Story of Creation, John Bierhorst
Crickwing, Janell Cannon
The Song of the Hermit Thrush: An Iroquois Legend, Gloria Dominic
Sarah's Story, Bill Harley
It's Groundhog Day, Steven Kroll
Inch by Inch, Leo Lionni
Orphan: The Story of a Baby Woodchuck, Faith McNulty
Ma Jiang and the Orange Ants, Barbara Ann Porte
Two Bad Ants, Chris Van Allsburg

Non-Fiction

The Science of Soil, Jonathan Bocknek
The Amazing Dirt Book, Paulette Bourgeois and Valerie Wyatt
Thinking About Ants, Barbara Brenner
The Nature and Science of Rocks, Jane Burton
Ant, Michael Chinery
The Magic School Bus Gets Ants in Its Pants, Joanna Cole
Tunnelling Earthworms, Suzanne Paul Dell'Oro
Ant Cities, Arthur Dorros
Archaeologists Dig for Clues, Kate Duke
Do Not Disturb: The Mysteries of Animal Hibernation and Sleep, Margery Facklam
Wonderful Worms, Linda Glaser
An Earthworm's Life, John Himmelman
Earthworms, Patrick Merrick
Sand, Ellen J. Prager
Groundhogs: Woodchucks, Marmots, and Whistle Pigs, Adele D. Richardson
Erosion, Joshua Rutten
How To Be a Nature Detective, Millicent Selsam
The Wigwam and the Longhouse, Charlotte and David Yue

Internet

Search using the keywords *worms*, *ants*, or *hibernation*.

- *3D Insects*
<http://www.ento.vt.edu/%7Esharov/3d/3dinsect.html>

Daily Summaries

Read each day's summary in this guide and familiarize yourself with the lesson before instructing the student. Materials that are used often are not listed under the daily materials list. They should be available in the student's Course Container, and the student should be responsible for gathering them. The daily materials list is meant only to help you prepare for unique activities.

You will have to decide how much practice the student needs when introducing new concepts. If you feel further practice is needed, you can extend the activities or create new tasks for the student.

Day 10

Learning Outcomes

The student solves a code to learn about archaeologists. Listening skills are used to hear an interview and extend the concepts of time and archaeology. The spelling list words for the module are introduced with the spelling pretest. The study of inflectional endings and suffixes continues. The cursive uppercase *X*, *Z*, *G*, and *S* are reviewed. The student reads about the Iroquois Nation to recognize that traditions, celebrations, and practices in communities connect the people to the past and to each other. Map skills are also practised.

What You Will Need

- *Grade Three Thematic Audio CD*
- CD player

Getting Started

The student solves a code to find out what kind of scientists study people from the past.

“Meet the Dirt Detectives”

The student discusses his or her digging experiences and learns about archaeologists. Using picture clues, the student discovers information about the Gore Vale mansion in Toronto and how two children are participating in an archaeological dig.

The student listens to a recording of an interview to learn more about being a “dirt detective.”

Spelling

The spelling word list for Days 10 to 18 includes seven high-frequency words that contain suffixes. Dictate the words when the student is ready to write the pre-test.

Say each word. Say the word in a simple sentence; then repeat the word.

These are the spelling words:

- | | | | |
|-----------|-----------|-----------|-------------|
| • mighty | • quickly | • writer | • happiness |
| • useless | • likable | • careful | |

“The Great Peacemaker”

Read the following story to your student.

Jamila and Jeffrey, two young twins from Toronto, read “Meet the Dirt Detectives!” in their book. They thought it would be fun to be dirt detectives themselves, so they decided to try digging in their backyard. They got permission to dig in a safe place. Carefully, they measured a square that was one metre long and one metre wide. Their parents helped them remove the grass from the square, and they began to dig carefully. They found some grid paper to make a map of their square.

Close to the surface, they found a piece of window glass. They put it into an envelope and marked the spot on the map.

A bit deeper, they found a piece of an old brick. They marked its location on the map too.

They continued to dig. Deep in the soil, they found a stone arrowhead and a piece of decorated pottery.

“Who could have used this arrowhead?” wondered Jamila.

“Who made this old piece of pottery?” asked Jeffrey.

“Grandma is an archaeologist,” said Jamila. “Let’s take our discoveries to her and find out more about the people who lived here.”

The children took the objects that they had found to their grandmother. She told them that the piece of window glass came from the 1940s. They found out that the piece of brick was even older. “It may have come from the 1800s,” she said.

Their grandmother was most interested in the arrowhead and the pottery piece. “These are really old,” she explained. “They come from the time of the early settlements of First Nations people.”

Jamila and Jeffrey’s grandmother told them that the Iroquois people lived in the Toronto area long before European settlers came to Canada. The Iroquois people hunted, fished, and grew corn, beans, and squash. They made beautifully decorated pots from clay to store corn and other food.

The Iroquois told many stories and legends orally. Like the Inuit, they passed the stories from generation to generation.

Jamila and Jeffrey became interested in finding out more about the Iroquois people. They visited their library and the Native Cultural Centre to learn more. They spoke to a community Elder and participated in some cultural functions.

Important People in Your Community

Discuss some individuals who have helped change your community, area, or province in a positive way. The individual may have worked for humanitarian, economic, or political changes. Help the student understand that individuals can influence communities, provinces, and countries with their ideas.

Day 11

Learning Outcomes

The day begins with a word search to introduce vocabulary related to the study of soil. Animals that live in soil are investigated. Fact and fiction concepts are applied to information. A list of spelling words is developed for study. Suffixes are introduced. The uppercase *D* is practised in handwriting. The various components of soil are investigated.

What You Will Need

- a live earthworm or resource materials with a diagram of an earthworm
- chocolate cookie crumbs, instant chocolate pudding, milk, frozen whipped topping, and gummy worms
- soil from a garden or yard, a small pail, a shovel, newspaper, soil samples (clay, humus, sand)
- a magnifying glass

Getting Started

In today's activity the student does a word-search puzzle. This activity develops vocabulary that the student will use over the next few days.

Worm Ways

The reading selection includes two short articles that tell facts about earthworms. The student also reads about some activities that can be done with a live earthworm. If it is possible, help the student find an earthworm and do the activities.

Spelling

Help the student choose three challenge words. If you have noticed any high-frequency words spelled incorrectly in his or her written work, assign them as challenge words. Some other words you may want to consider are

- | | |
|---------------|-------------|
| • earthworm | • clay |
| • soil | • groundhog |
| • dirt | • woodchuck |
| • archaeology | • hibernate |
| • clue | • gravel |

Take a Closer Look

The student examines soil from a garden or yard with a magnifying glass. Help the student identify the plant and animal materials that are present in the soil.

The student also examines three soil samples that you have gathered. Allow the student to identify the sand, humus, and clay soils. The student examines the soil from the yard and tries to determine if sand, humus, or clay is present.

Make a Dirt Cup

The student follows directions to make a snack. Discuss safety rules, especially as they relate to electric appliances such as the electric mixer. The student could use a hand mixer if you prefer.

Day 12

Learning Outcomes

To begin the day, the student solves a coded message and writes an ending to a brief fiction story about ants. The student continues to read some articles for information about animals that live in the soil. Spelling words are reviewed, and the study of suffixes continues. The uppercase *L* is practised in handwriting. Organic and inorganic components of soil are discussed.

What You Will Need

- soil dug from a yard or garden
- magnifying glass
- coarse colander or sand sieve from a child's play set

Getting Started

Today's introductory activity is a short fictional story about an ant. The student solves a code as part of the story and writes a short ending for the story.

Ant Antics

The student reads for information and follows steps to observe a live ant. If possible, allow your student to complete the activities with a real ant. If this is impossible, use non-fiction resources from the Internet, books, or an encyclopedia to help the student draw and label an ant.

Physical Education and Health and Life Skills

The student can march around the house or yard while singing the song "The Ants Go Marching" and doing the actions. There are many versions of this traditional counting song. Your student can use the following version or make up his or her own rhymes for each verse.

"The Ants Go Marching"

*The ants go marching one by one, hurrah, hurrah.
The ants go marching one by one, hurrah, hurrah.
The ants go marching one by one, the little one stopped to suck his thumb,
And they all go marching down to the earth to get out of the rain.
Boom, boom, boom, boom.*

*The ants go marching two by two, hurrah, hurrah.
The ants go marching two by two, hurrah, hurrah.
The ants go marching two by two, the little one stopped to tie his shoe,
And they all go marching down to the earth to get out of the rain.
Boom, boom, boom, boom.*

*The ants go marching three by three, hurrah, hurrah.
The ants go marching three by three, hurrah, hurrah.
The ants go marching three by three, the little one stopped to slap his knee,
And they all go marching down to the earth to get out of the rain.
Boom, boom, boom, boom.*

*The ants go marching four by four, hurrah, hurrah.
The ants go marching four by four, hurrah, hurrah.
The ants go marching four by four, the little one stopped to shut the door,
And they all go marching down to the earth to get out of the rain.
Boom, boom, boom, boom.*

*The ants go marching five by five, hurrah, hurrah.
The ants go marching five by five, hurrah, hurrah.
The ants go marching five by five, the little one stopped to see the hive,
And they all go marching down to the earth to get out of the rain.
Boom, boom, boom, boom.*

*The ants go marching six by six, hurrah, hurrah.
The ants go marching six by six, hurrah, hurrah.
The ants go marching six by six, the little one stopped to pick up sticks,
And they all go marching down to the earth to get out of the rain.
Boom, boom, boom, boom.*

*The ants go marching seven by seven, hurrah, hurrah.
The ants go marching seven by seven, hurrah, hurrah.
The ants go marching seven by seven, the little one stopped to see a raven,
And they all go marching down to the earth to get out of the rain.
Boom, boom, boom, boom.*

*The ants go marching eight by eight, hurrah, hurrah.
The ants go marching eight by eight, hurrah, hurrah.
The ants go marching eight by eight, the little one stopped to shut the gate,
And they all go marching down to the earth to get out of the rain.
Boom, boom, boom, boom.*

*The ants go marching nine by nine, hurrah, hurrah.
The ants go marching nine by nine, hurrah, hurrah.
The ants go marching nine by nine, the little one stopped to walk on a line,
And they all go marching down to the earth to get out of the rain.
Boom, boom, boom, boom.*

*The ants go marching ten by ten, hurrah, hurrah.
The ants go marching ten by ten, hurrah, hurrah.
The ants go marching ten by ten, the little one stopped to do it again,
And they all go marching down to the earth to get out of the rain.
Boom, boom, boom, boom.*

Soil

The student continues to examine the components of soil. The terms *organic* and *inorganic* are introduced. The student examines the soil that was dug from the yard to determine organic and inorganic material. Discuss how it compares with the samples of sand, clay, and humus that were examined on Day 11.

Day 13

Learning Outcomes

The day begins with a mystery sentence about woodchucks or groundhogs as an introduction to a fictional story about a woodchuck. Point of view is explored. Spelling words are studied in the context of dictation sentences. The study of suffixes continues. The uppercase *Q* is practised in handwriting. An experiment is conducted to investigate strata in soil.

What Will You Need

- clay soil, sand, gravel, humus
- a tall glass or plastic jar with a lid

Getting Started

Today's mystery sentence is **In February, some people celebrate Groundhog Day.**

Draw a line for each letter. Show the comma, and leave space between the words. Ask the student to guess one letter or word each time. The student can make a tally mark for each guess and count the total number of guesses. Compare the number of guesses from previous days.

After your student guesses the sentence, discuss Groundhog Day and the legend that some people believe: If the groundhog sees his shadow on February 2, winter will last for six more weeks.

“Katie’s Letter”

Today's selection is a fictional story about a little girl's experiences with a woodchuck. The student learns about point of view and draws a cartoon to express the woodchuck's point of view.

Spelling

Tell your student to think carefully about the sentence before adding the punctuation. The sentences include statements, questions, commands, and exclamations.

Sentence Dictation Steps

- Prepare a space on the chalkboard or on chart paper for the spelling sentences.
- Say the word.
- Dictate (say) the word in a complete sentence. Repeat the word.
- Pause for a moment; then repeat the entire sentence.
- Give the student enough time to write the sentence.
- Print the sentence correctly on the board or on chart paper.
- Give the student time to make self-corrections. Discuss why any errors occurred.
- Check the student's work to make sure each self-correction is accurate.
- Continue to dictate the sentences, one at a time, until they all have been written.

Dictation Sentences

- **mighty:** The ant is small but mighty.
- **quickly:** Bring it quickly!
- **writer:** Who is the writer?
- **happiness:** The girl was filled with happiness.
- **careful:** Be careful!
- **useless:** Is the pencil useless?
- **likable:** I am very likable.

Soil Layers

The student does an experiment to see what happens when soil is mixed with water. The student should discover that the soil forms layers with the heaviest particles of soil and rock sinking to the bottom. The student follows the scientific process as this experiment is carried out.

Day 14

Learning Outcomes

Today begins with a discussion of animal pests and with a word puzzle using the letters in the words *woodchuck* and *groundhog*. The student sequences events from the story and writes a letter from the woodchuck's point of view. Spelling words are studied, and the study of suffixes continues. The uppercase *B* is practised in handwriting. Another soil test is performed to determine soil components.

What You Will Need

- clay soil, sand, gravel, humus
- a tall glass or plastic jar with a lid

Getting Started

The day begins with a discussion about animal pests that the student's family may have experienced at some time. Stray pets, mice, racoons, skunks, or insects may cause problems for families. Discuss how people deal with animal pests.

Today's word puzzle involves creating new words from the letters in the words *woodchuck* and *groundhog*. Demonstrate how to do this if your student is uncertain about how to proceed.

“Katie’s Letter”

The student sequences the events from the story after rereading it. The student also answers questions after reading the information about the author.

Imagine If . . .

After examining and rereading the letter that Katie wrote to the woodchuck, the student takes the point of view of the woodchuck and writes a letter back to Katie. The student should write the letter on lined paper, edit it, and rewrite it for Assignment 4 in the Assignment Booklet. The student may require assistance with the heading to make up an address for the woodchuck.

Physical Education and Health and Life Skills

Almost any favourite rhyme can be turned into a clapping game. Traditional clapping games include “Miss Mary Mack” and “When Billy Boy Was One.” Clapping rhythms can be changed or you can use the patterns below. Children enjoy making up verses using the pattern of the rhyme.

“Miss Mary Mack”

The clapping pattern is easily followed. You clap your own hands together, pat your legs, clap your own hands together again, and then clap hands with your partner three times.

Miss Mary Mack, Mack, Mack,
All dressed in black, black, black,
With silver buttons, buttons, buttons,
All down her back, back, back.

She asked her mother, mother, mother,
For fifty cents, cents, cents,
To see the elephant, elephant, elephant,
Jump over the fence, fence, fence.

He jumped so high, high, high,
He reached the sky, sky, sky,
And he never came back, back, back,
Till the end of July, July, July.

“When Billy Boy Was One”

This clapping pattern is also easily followed. You clap your own hands together, then clap your partner’s right hand with your right, clap your own hands together, clap your partner’s left hand with your left hand. Repeat until you come to the word *cross*, when you cross your arms so that your right hand taps your left shoulder and your left hand taps your right shoulder. On the word *down*, pat both knees and start over.

When Billy Boy was one, he learned to suck his thumb
Thumb after, thumb after, half past one! Cross, down.

When Billy Boy was two, he learned to tie his shoe
Shoe after, shoe after, half past two! Cross, down.

When Billy Boy was three, he learned to tap his knee
Knee after, knee after, half past three! Cross, down.

When Billy Boy was four, he learned to open the door
Door after, door after, half past four! Cross, down.

What’s in Your Soil?

The student performs an experiment with the soil that was dug from the yard. After examining it, the student shakes the soil in water and allows it to settle. The student should be able to determine whether the soil is mostly sand, clay, or humus. While the first part of Assignment 6 may be completed immediately after following the procedure, make sure the student allows the soil to settle for at least an hour before recording the observations and conclusion.

Day 15

Learning Outcomes

The student solves a mystery sentence to introduce the concept of hibernation. Reading non-fiction for information presented in a photo essay continues with an exploration of animals that hibernate. Multiple-choice and short-answer questions are practised. The student begins writing a photo essay. Suffixes as added syllables are explored, and the cursive uppercase letters *D*, *L*, *Q*, and *B* are reviewed. Erosion of rock is introduced, and an erosion experiment is conducted.

What You Will Need

- photos of the student doing the fossil dig from Days 3, 5, 6, and 7 in Module 5A or five photos on a common subject from the family photo album
- a plastic container with a lid, gravel, a glass jar, and a magnifying glass

Getting Started

Today's mystery sentence is **Some animals hibernate, or stay in a sleep-like state, for most of the winter.**

Draw a line for each letter, showing the commas and hyphen and leaving a space between the words. Ask the student to guess one letter or word at a time. The student can make a tally mark for each guess and count the total number of guesses. Compare the number of guesses from previous days.

“The Big Sleep”

The student reads a non-fiction photo essay about hibernation and identifies the main idea and supporting ideas in a paragraph.

Write Your Own Photo Essay

The student uses the photos of the fossil dig that were taken in Module 5A to write a photo essay. The student is directed to write an introductory paragraph that will tell about the content of the photo essay, and then write a paragraph about each photo. Each paragraph should contain a topic sentence as well as supporting sentences.

The student can use the photo essay from today's reading selection as a model. The student will edit and rewrite this assignment on Day 16.

If no photos of the fossil dig were taken, the student may choose five related photos from the family photo album and use them to create a photo essay.

If your student has access to a scanner, perhaps she or he would like to create the photo essay electronically or as a digital slide show on the computer.

Phonics

Write the following words on the chalkboard or whiteboard. Ask the student to tell you how many syllables are in each word. Remind the student that the number of vowels he or she hears will tell how many syllables a word has.

- rolling
- careful
- driver
- nicest
- sickness

How Do Rocks Become Soil?

The student learns about three ways that rocks and minerals are turned into soil. An experiment is done to show the student how rocks break down when they rub against one another. Help the student follow the steps in the experiment if necessary.

Day 16

Learning Outcomes

The student reads a short poem and solves a secret code to recall an animal that hibernates. After reading non-fiction articles, the student compiles the information in chart form. The photo essay is edited for off-topic content. Word endings are reviewed, and the uppercase *P* is practised in handwriting. The study of erosion continues with the effect of wind and plants on rocks.

What You Will Need

- photos for the photo essay
- sand, straw, cake pan, safety glasses
- a clear plastic glass, soil, water, lima bean seeds or other large seeds, plaster of Paris

Getting Started

The student reads a short poem and solves a secret code.

“The Big Sleep”

The last four animals from the photo essay are studied. The student completes a chart to show what he or she has learned about the hibernation habits of several animals.

Editing

The student learns to edit for content in a non-fiction article. Guide your student through the exercises if necessary. The student learns how to recognize sentences that do not support the main idea of a paragraph. Help the student edit his or her photo essay for main ideas and supporting sentences.

Phonics

The student reviews rules for adding suffixes to words. If you have noticed that your student is having difficulty adding any type of suffix, spend some time going over the skill so your student can practise it. On Day 18 the student will complete the checkup pages for this unit and send them to the teacher.

How Do Plants and Wind Erode Rocks?

Two experiments are done to illustrate how the wind and plants can erode rocks. If you have any non-fiction books about erosion, this would be a good time to read and discuss them with the student.

Day 17

Learning Outcomes

The day begins with a word-search puzzle that introduces plant vocabulary and reviews word structure. Plants and how they can break up soil and rock are investigated. A poem is read and rhyming couplets are explored. Spelling words and word endings are reviewed. The uppercase *R* is practised in handwriting. The day concludes with the student creating a sand painting.

What You Will Need

- sand, tempera paint, shakers, glue, and poster board or cardboard

Getting Started

The day's activities begin with a word-search puzzle that introduces plant vocabulary. Ask the student to read the words from the list aloud.

“Tree Coming Up”

The student reviews what he or she knows about plants before reading today's selection. The word *shoot* is discussed.

Today's reading selection is a poem. Read the poem aloud to your student first, and discuss the visual images that your student gets from the poem. The student is asked to draw a scene from the poem.

To help the student appreciate the artistry of the poem, the use of interesting verbs is discussed. The student acts out the actions in the poem.

The use of rhyming couplets is also discussed and the student creates a rhyming couplet.

Phonics

The student reads a pull-out booklet from the Phonics book and searches for words with word endings and suffixes. This activity helps the student review the concepts that were covered in Unit Four.

Art from Rocks and Soil

The uses of sand and clay in artwork are discussed. The student does a sand painting using coloured sand.

Day 18

Learning Outcomes

The student reads a short poem and then reflects on preferred methods of gathering, organizing, and sharing information. The student examines reports written by other students to determine whether topic sentences and supporting sentences are appropriate and effective. The spelling test is completed for the module spelling list. A review of suffixes, contractions, and plurals is completed. The experiment dealing with plants and erosion of rocks is completed. The student shares work completed in this module with others.

What You Will Need

- planted seed from Day 16

Getting Started

The student reads a short poem and then expresses preferences about ways to gather, organize, and share information. The questions guide the student through a reflection process.

Making It Better

The student examines some reports written by other students. He or she is asked to determine whether the topic sentences and supporting sentences are effective. This may be a new experience for the student, and you may need to guide him or her through the oral activities. Share your perceptions of the first report, if necessary, and tell how you would improve it. Allow the student to do the Assignment Booklet assignment independently.

Spelling

Say each word. Say the word in a sentence and repeat the word. Also test the student on the challenge words that were decided upon.

These are the spelling words:

- mighty
- writer
- careful
- likable
- quickly
- happiness
- useless

Plants and Rocks

The experiment started on Day 16 is examined. If the plant has not yet grown enough to crack the plaster of Paris, ask the student to complete this activity in a few days. Remind him or her to continue to water the seed.

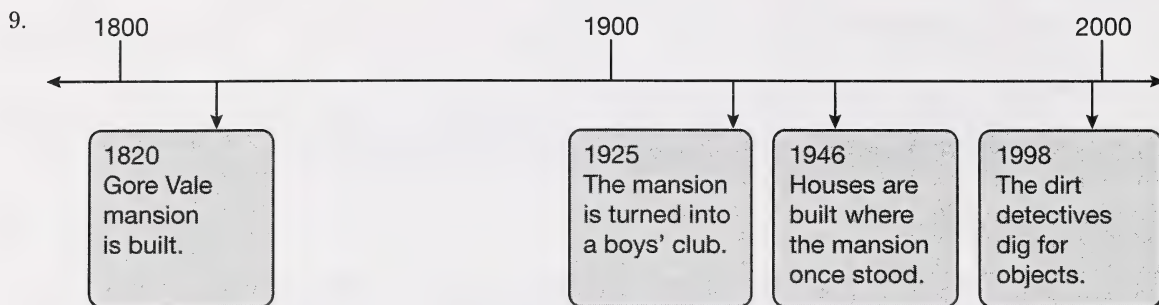
Suggested Responses

Answers do not have to be in complete sentences.

Day 10

1. archaeologist
2. archaeologist
3. Archaeology is the study of the life and customs of ancient times by digging up and examining the buried remains of cities, homes, monuments, and other artifacts.
4. interview
5. Gore Vale mansion
6. boys' club
7. The marble fell out of his pocket and rolled over the edge of the porch into the dirt.

8. They are digging in the soil.



10. paintbrush, trowel, metre stick, map, paper bag, measuring tape, whisk broom, dust pan, clipboard, pail

11. a leg from a toy, a button, a piece of rusted metal, a marble or round stone

12. George found a nail, some brick chips, and a piece of glass.

13. AnnMarie found a piece of a china dish.

14. George's advice is to check before digging because it could be dangerous or against the law.

15. AnnMarie's advice is to try it because it is fun, but you have to be patient.

16. shak | er (shake)
freez | ing (freeze)

practis | ing (practise)
nic | est (nice)

skat | er (skate)
runn | er (run)

larg | est (large)
saf | est (safe)

Phonics

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1. works

2. looking

3. tours

4. largest

5. looked

6. promising

7. inches

8. smaller

17. a piece of window glass, part of a brick, an arrowhead, a piece of pottery

18. the Iroquois people

19. They are very large lakes.

20. Lake Superior, Lake Michigan, Lake Huron, Lake Erie, Lake Ontario

21. 600 kilometres

22. 400 kilometres

23. 300 kilometres

24. Lake Ontario is the shortest.

25. and 26. Answers will vary depending upon the information that you gave your student. The student's answers should reflect an understanding of the information that you shared.

Day 11

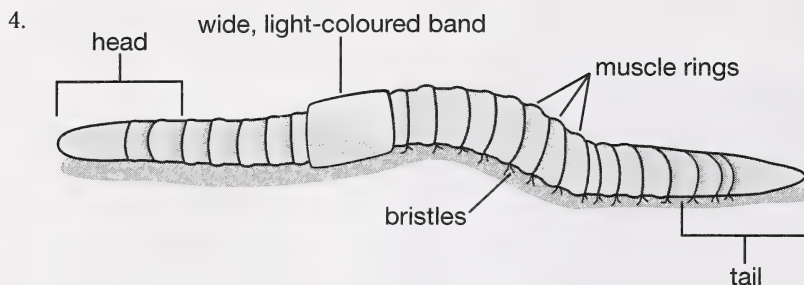
1.

e	a	b	b	e	e	t	l	e	s	c	r
a	a	g	b	r	i	c	k	s	p	k	e
r	n	r	t	c	h	i	n	a	o	k	d
t	t	o	t	r	c	l	a	y	t	l	w
h	m	u	r	h	p	l	a	n	t	s	i
e	n	n	e	o	w	p	z	q	e	r	g
n	s	d	e	t	u	o	v	w	r	x	g
w	y	h	s	z	a	c	r	d	y	e	l
a	f	o	g	c	k	s	k	m	m	l	e
r	o	g	a	r	d	e	n	i	n	g	r
e	p	g	w	o	o	d	c	h	u	c	k

2. There is a maple leaf symbol by it.

3.

	Fact or Fiction?	How Do You Know?
Earthworms need damp soil.	fact	Earthworms die if they dry out.
Earthworms like to smell the flowers.	fiction	They do not have noses and can't smell things.
Earthworms come in different sizes.	fact	They are as long as 3.5 metres and as short as 1 millimetre.
Earthworms kick their legs and dance a mating dance.	fiction	They have no legs.
Earthworms chew the soil hundreds of times before swallowing it.	fiction	They have no teeth.
Earthworms are very strong for their size.	fact	They can move 50 times their own weight.



5. tasteful painful
careful thankful

Phonics

Page 113

- | | | | | |
|--------------|------------|--------------|-------------|------------|
| 1. tasteless | 2. thirsty | 3. colorless | 4. quickly | 5. illness |
| 6. kindly | 7. careful | 8. sadly | 9. spoonful | 10. sleepy |

Note: You may wish to draw the student's attention to the fact that, in Canada, *colour* is usually spelled with a *u*.

Phonics

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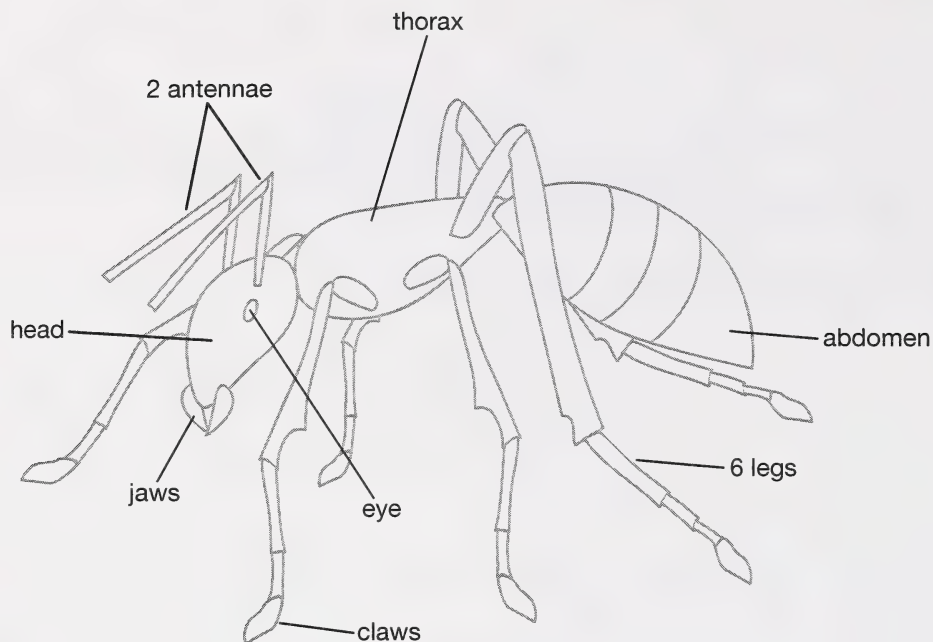
- | | | |
|--------------|------------|----------|
| 1. teary | tearless | tearful |
| 2. needy | needless | needful |
| 3. fruity | fruitless | fruitful |
| 4. cheery | cheerless | cheerful |
| 5. trusty | trustless | trustful |
| | | |
| 6. sickly | sickness | |
| 7. neatly | neatness | |
| 8. loudly | loudness | |
| 9. quickly | quickness | |
| 10. brightly | brightness | |
| | | |
| 11. kind | 12. glad | |
| 13. trick | 14. harm | |
| 15. spoon | 16. rain | |
| 17. use | 18. sad | |
| 19. home | 20. kind | |

6. Answers will vary, depending upon the components of the soil. The student should describe the soil in sensory terms; that is, he or she should mention things that can be seen, felt, or smelled.
7. Answers will vary, depending upon the components of the soil from your yard. The student should circle the components that can be observed in the soil.

Day 12

1. Ants can't swim!
2. Abby could drown or lose the contest.
3. Answers will vary. The student should make up a plausible conclusion for the story. The ending should answer the following questions:
 - What does the ant decide to do to get around the puddle?
 - Does the ant complete the task successfully?
 - Does the ant win the contest?
4. The story is fiction because ants don't take part in contests and they don't talk.
5. The student should include any two of the following facts:
 - There are thousands of different kinds of ants.
 - All ants are social.
 - All ants live and work together.
 - All of the ants in a nest come from the eggs of one queen.
 - The queen looks after the first set of eggs.
 - The eggs become worker ants.
 - Worker ants find food for the colony, protect the young, and clean the nest.
 - An ant can lift 50 times its own weight.
 - Farming ants grow a fungus for food.
 - Farming ants chew up leaves to make a fertilizer.
 - The shortest worker ant is 0.8 millimetres.
 - The longest worker ant is 33 millimetres.
6. paragraphs
7. Amazing Ants
8. They can lift 50 times their own weight.
9. It is only 0.8 millimetres long.
10. The worker ants bring food, care for the young, and clean the nest.

11.



12. mighty quickly writer happiness

careful useless likable

13. might quick
 write happy
 care like
 use

14. action placement
 discussion treatment

Phonics

Page 115

- | | |
|----------------|--------------|
| 1. connection | 5. movement |
| 2. attraction | 6. enjoyment |
| 3. correction | 7. payment |
| 4. selection | 8. placement |
| 9. shipment | |
| 10. amazement | |
| 11. protection | |
| 12. direction | |
| 13. action | |

15. to 19. Answers should reflect the particles that are present in the soil. Organic particles are plant- or animal-based. Inorganic particles are mineral- or rock-based.

Day 13

- 1. The student is telling which facts he or she knows and which facts are new to him or her. The answers should reflect the student's previous knowledge of woodchucks. If the student knows the fact, *yes* should be written by it. If the student didn't know the fact, *Wow!* should be written beside it.
- 2. The answer should reflect the number of guesses the student took to complete the sentence.
- 3. Answers may vary since the student is making predictions. Based on the pictures, the student should realize the story is taking place in someone's yard and garden.
- 4. Answers may vary since the student is making predictions. Based on the pictures, the student should realize there is a woman (Mom), a man, and a girl in the story. The student may also suggest that the woodchuck is a character.
- 5. Based on the pictures and pre-story discussions, the student should realize the animal is a woodchuck.
- 6. The cartoon should show a woodchuck with a thought balloon. Answers will vary, but should reflect the woodchuck's point of view. The woodchuck may be thinking things such as, "What's all the fuss about? I just ate a few vegetables!"; "I wonder if I can outsmart those humans?"; or "I better move back to the forest now."
- 7. able to be broken or can break
- 8. able to be washed or can be washed
- 9. usable
- 10. make soft
- 11. make dark
- 12. make light

Phonics					Page 114
1. wash	7. soft				
2. hard	8. sink				
3. dark	9. flex				
4. collect	10. break				
5. bright	11. like				
6. drive	12. love				
Across					
1. sensible	4. breakable	6. washable	7. harden	8. darken	
Down					
2. sinkable	3. brighten	5. likable			

13. The soil is different colours and/or there are layers in the soil.
14. The student is making a prediction. Accept any reasonable prediction.
15. The student should see that the soil has settled into layers with the gravel and clay at the bottom, the sand next, and the humus at the top. Some bits of humus may still be floating.
16. The diagram should be labelled to show the information from question 15.
17. When rock and soil are mixed with water, the particles separate to form layers. The student should realize that the heaviest particles go to the bottom and the lighter particles rise to the top.

Day 14

1. Answers will vary. Accept any words that use the letters from *woodchuck* for the first column and the letters from *groundhog* for the second column.

Some possible answers are

- woodchuck: wood, chuck, duck, dock, cod, cow, hock, cock, chow, cud, do, oh
- groundhog: ground, hog, hug, hound, round, grog, god, dug, rug, rod, nod, gun

2.

Katie's Diary

- 2 Curt put peanut butter and broccoli in a trap to catch the woodchuck.
- 5 The woodchuck dug under the fence.
- 6 Katie wrote a letter to the woodchuck.
- 3 The woodchuck ate the broccoli, but didn't get caught in the trap.
- 4 Curt put up a fence.
- 1 The woodchuck was eating Mom's poppies and peas.
- 7 The woodchuck stayed out of the garden.

3. Claire Blatchford
4. hearing
5. She could hear perfectly.
6. All three answers should be circled.
7. The student is expressing an opinion. Accept any reasonable answer. Students may say he stopped coming because Katie wrote him a letter or because he was smart enough to know that they meant business.

8. No, the heading with the address of the sender and the date is missing.

- | | |
|------------------|----------|
| 9. wearable | lucky |
| softly or soften | tricky |
| slowly | washable |
| frozen | kindly |
| suitable | rainy |

Phonics

Page 117

- | | |
|-----------------|-------------|
| 1. movement | 2. darken |
| 3. invention | 4. likable |
| 5. payment | 6. frighten |
| 7. breakable | 8. sensible |
| | |
| 9. straighten | |
| 10. collection | |
| 11. sensible | |
| 12. selection | |
| 13. suitable | |
| 14. improvement | |

Phonics

Page 119

- | | |
|---|---|
| 1. lucky, coldest, washable, protection | 2. flying, loudest, peaches, meatless |
| 3. safely, payment, healthy, saying | 4. teacher, homeless, landed, cupful |
| 5. sinkable, politely, cloudy, frighten | 6. sleepy, lighten, spoonful, placement |
| 7. axes, sadly, useful, collectible | 8. foxes, hammered, neatness, breakable |

Day 15

- Answers will vary, depending upon how many guesses were necessary to solve the mystery sentence.
- hibernation or hibernating
- photo essay
- | | | |
|---------------------|---------------------------|--------------------|
| dormouse (or mouse) | garter snakes (or snakes) | poorwill (or bird) |
| ladybugs | lungfish (or fish) | bear |
| butterfly | frog | |
- Some animals hibernate.
- During hibernation, an animal's temperature and heart rate drop.
- dormouse
- A dormouse may hibernate for half the year.

9. The student may write any fact from the article. Facts include the following:
 - The dormouse stores body fat for the winter by eating fruit and seeds.
 - The dormouse sleeps on a bed of leaves and grass.
 - It begins hibernating in October.
 - While hibernating, it breathes just once every couple of minutes.
 - Its heartbeat drops from about three hundred beats a minute to ten beats a minute.
 - Its temperature falls from 37°C to as low as 4°C.
 - It may lose half its body weight over the winter.
 - It is hungry when it wakes up.
10. garter snake
11. Garter snakes hibernate together to keep warm.
12. The only bird that hibernates is the poorwill.
13. The student may write any fact from the article. Facts include the following:
 - Most birds fly south.
 - Some birds can stand temperatures as low as -35°C.
 - The poorwill can sleep for up to three months.
 - Its temperature may drop by as much as 30°.
14. Answers may vary. The main idea is that ladybugs hibernate or some bugs hibernate.
15. The student may write any fact from the article. Facts include the following:
 - Large groups of ladybugs hibernate together.
 - They hibernate in tree holes or protected burrows.
 - Houseflies and mosquitoes also hibernate.
16. Animals in hot climates may hibernate in the summer.
17. The student may write any fact from the article. Facts include the following:
 - The lungfish hibernates through dry spells.
 - The lungfish buries itself in mud to sleep.
 - It absorbs its muscle tissue to stay alive.
 - When it rains again, it wakes up.
18. Students may notice different things. All the words have suffixes. All the words have two syllables.
19.

jumpy 2	restful 2	caring 2
ran 1	useless 2	cooks 1
slowly 2	rocking 2	trick 1

- | | | | | |
|---------------|---------------|---------------|---------------|---------------|
| 1. play/ing | 2. light/en | 3. spoon/ful | 4. glad/ly | 5. need/ed |
| 6. play/ful | 7. cheer/ful | 8. love/ly | 9. move/ment | 10. loud/est |
| 11. use/less | 12. dark/ness | 13. train/ing | 14. eat/ing | 15. home/less |
| 16. ship/ment | 17. care/ful | 18. laugh/ing | 19. patch/es | 20. paint/ing |
| 21. pay/ment | 22. snow/y | 23. hope/ful | 24. neat/ness | 25. slow/ly |
| 26. wait/ing | 27. care/less | 28. rain/y | 29. bright/en | 30. use/ful |

- | | | |
|------------------|----------------|------------------|
| 1. knives 1 | 2. plays 1 | 3. shelves 1 |
| 4. boxes 2 | 5. payment 2 | 6. tagging 2 |
| 7. cleaned 1 | 8. parties 2 | 9. jumped 1 |
| 10. hopeful 2 | 11. thirsty 2 | 12. loving 2 |
| 13. loudly 2 | 14. action 2 | 15. sleepy 2 |
| 16. painful 2 | 17. darken 2 | 18. sickness 2 |
| 19. receiving 3 | 20. foxes 2 | 21. shipment 2 |
| 22. wives 1 | 23. days 1 | 24. harmless 2 |
| 25. purest 2 | 26. sensible 3 | 27. leaves 1 |
| 28. shining 2 | 29. running 2 | 30. gladly 2 |
| 31. cherries 2 | 32. cooking 2 | 33. patches 2 |
| 34. begging 2 | 35. flexible 3 | 36. wolves 1 |
| 37. skated 2 | 38. weakest 2 | 39. snowy 2 |
| 40. straighten 2 | 41. homeless 2 | 42. smoothest 2 |
| 43. pavement 2 | 44. axes 2 | 45. correction 3 |
| 46. turkeys 2 | 47. whitest 2 | 48. sinkable 3 |
| 49. breakable 3 | 50. raking 2 | 51. daisies 2 |

20. Answers may vary. The student may think the pebble is smooth because the water wears the edges away or because the rock rubs against the sand and other rocks.
21. The student is making a prediction. Accept any reasonable answer.
22. The student should accurately describe what he or she sees in the jar. There will probably be pieces of rock and gritty sediment at the bottom of the jar. The water may still be cloudy because bits of rock or minerals haven't settled out.
23. The sediment will probably feel gritty. There may be small, sharp rock chips.
24. The student should accurately describe what he or she sees. There may be small, sharp rock chips, bits of sand, or fine particles.
25. When rocks are shaken together, bits of the rocks break off.

Day 16

1. lungfish
2. Answers may vary. The student is guessing. Accept any furry, hibernating animal.
3. A bruin is a bear.
4. Some scientists think that bears don't really hibernate because their body temperature doesn't drop much and they wake up to eat occasionally.
5. Some scientists say bears do hibernate because their heart rate drops.
6. The student is expressing an opinion. Either choice is correct.

7.

	Place of Hibernation	Hibernating Habits	Signal to Wake
Dormouse	bed of leaves and grass	sleeps half the year stores body fat by stuffing itself temperature drops to 4°C heart rate drops to ten beats a minute breathes once every couple of minutes	spring
Lungfish	mud	absorbs own muscle tissue for energy	rainfall
Frog	under stones or in the mud	becomes more inactive with the cold and when it gets cold enough, it hibernates	warm weather in spring
Butterfly	cocoons, caves, trees, other shelters	blood produces glycols that work like antifreeze	spring
Ladybug	tree hollow or protected burrow	doze in large groups	spring

8. The student should cross out the following sentences:
One other time we went to the beach. I found shells.
9. The student should cross out the following sentences:
Outside the museum, we walked along a trail to see a fossil dig site. I bought a model dinosaur in town.

10. s or es
11. drop the e before adding *ing*, *er*, *est*, or *ed*
12. double the consonant before adding the suffix

Phonics

Page 121

Plurals: bushes, foxes, losses, lunches, pencils, pillows

Base word with final e: nicer, saved, takes, writing

Final consonant doubled before adding ending: chopped, padded, running, tagging

The student should use a word from each column to write a complete sentence.

13. The student should be able to feel the grains of sand hitting his or her hand.
14. The student is making a prediction. Accept any reasonable answers.

Day 17

1.

s	e	e	d	c	a	s	e	t	l
e	u	r	m	q	a	e	s	p	e
e	w	n	z	h	r	e	h	m	a
d	a	s	l	t	l	d	o	c	v
l	t	d	f	i	o	t	o	r	e
i	e	n	o	v	g	c	t	x	s
n	r	s	z	w	q	h	s	r	t
g	a	r	d	e	n	u	t	i	p
o	a	d	f	g	s	e	e	d	s
s	p	r	o	u	t	s	m	h	j

2. Accept any two of *leaves*, *sprouts*, *shoots*, and *seeds*.
3. seed-case, seedling, seeds
4. sunlight
5. soil, water, sunlight
6. *shoots* and *sprouts*

7. first photo **3**
second photo **2**
last photo **1**
8. the last photo or **1**
9. Answers will vary, depending upon the dictionary that the student used. Check the dictionary to verify the answer.
10. the sprout or new growth from the seed
11. The student's drawing should show an image from the poem.
12. and 13. The student is expressing an opinion. Accept any reasonable answers.
14. a greenish boot
15. The shoot kicks open the door.
16. It pushes, stretches, and pokes.
17. The shoot will soon be coming through the ground.
18. Following are two examples from the poem of a rhyming couplet:
 - A split, a crack, a baby oak
Begins to push and stretch and poke.
 - Through earth as rich as brown nut-bread
Tree coming up—look out ahead!
19. Accept any rhyming couplet that describes an animal or illustration in the poem.
20. The student should have circled at least ten plural nouns. Plurals include *animals, lions, elephants, tigers, monkeys, wolves, giraffes, zookeepers, zoos, kinds, jobs, questions, volunteers, places, homes, and visitors.*
21. The student should have underlined *you'd* and *they're*.
22. Accept any three of *working, being, brushing, bathing, and making.*
23. studied
24. quickly
25. protection
26. zookeeper

Day 18

1. to 3. Answers will vary since the student is expressing a preference. Accept any answers. You may want to discuss why each answer was chosen.
4. There is a pencil and mouse icon by the selection. It's the symbol for student writing.
5. The student is expressing an opinion. The opinion must be supported with a reason. Most students will say that the topic sentence does not really tell about the rest of the paragraph or that the topic sentence is not always true.
6. The student should write a topic sentence that suits the paragraph, such as "Ant colonies are very interesting," or "When I watched ants, I found out many things about them."
7. The student is expressing an opinion. The opinion must be supported with a reason. Most students will say that the supporting sentences are good because they tell facts about ants. Students may say that it would be better if Mandi told about the eight kinds of workers.
8. The student should add any ant fact from the article "Worm Ways and Ant Antics" or from his or her previous knowledge of ants. Check to be sure it is a complete sentence and that it is stating a known fact.
9. The student should see that the shoot from the seed has cracked the plaster and forced its way through the plaster to the surface.
10. The student should show the soil, seed, shoot, and plaster. Each part should be labelled.

ASSIGNMENT BOOKLET 5B

Grade Three Thematic
Module 5B: Days 10–18

Home Instructor's Comments and Questions

Home Instructor's Signature

FOR SCHOOL USE ONLY

Assigned Teacher:

Date Assignment Received:

Grading:

Additional Information:

FOR HOME INSTRUCTOR USE (if label is missing or incorrect)

Student File Number:

Date Submitted:

Apply Module Label Here

Name

Address

Postal Code

*Please verify that preprinted label is for
correct course and module.*

Teacher's Comments

Teacher's Signature

Home Instructor: Keep this sheet when it is returned to you as a record of the student's progress.

INSTRUCTIONS FOR SUBMITTING THIS DISTANCE LEARNING ASSIGNMENT BOOKLET

When you are registered for distance learning courses, you are expected to regularly submit completed assignments for correction. Try to submit each Assignment Booklet as soon as you complete it. Do not submit more than one Assignment Booklet in one subject at the same time. Before submitting your Assignment Booklet, please check the following:

- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

MAILING

1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

FAXING

1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

E-MAILING

It may be possible to e-mail your completed Assignment Booklet to the school with which you are registered. You also may be **required** to e-mail some of your assignments. Contact your teacher for the appropriate e-mail address.

Grade Three

3

Thematic

Assignment Booklet



Module 5B:

Clues

Day 10 to Day 18



**Learning
Technologies
Branch**

Alberta
EDUCATION

FOR TEACHER'S USE ONLY

Summary

	Your Grade
Assignment 1	
Assignment 2	
Assignment 3	
Assignment 4	
Assignment 5	
Assignment 6	
Assignment 7	
Assignment 8	
Assignment 9	

Teacher's Comments

Grade Three Thematic
Module 5B: Clues
Assignment Booklet 5B
Learning Technologies Branch

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This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

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Assignment 1

Spelling Pre-test

Write each word as your home instructor says it.

Assignment 2

Handwriting

Complete each line. Circle the best letter in each line.

x

z

g

s

Xavier went to Sweden.

Gail likes books by Jane Grey.

Assignment 3

Reading Response

Tell about the story "Katie's Letter."

Fill in the following information.

Story Title: _____

Author: _____

Illustrator: _____

Setting: _____

Characters: _____

Story Problem: _____

Solution to the Problem: _____

The main idea of the story was _____

Assignment 3

continued

Finish the sentences.

I was really surprised when _____

My favourite part was _____

Circle one and then complete the sentence.

I **would** **would not** recommend this story to a friend because

Assignment 4

A Letter from the Woodchuck

Use your imagination. Write a letter to Katie from the woodchuck. Remember to include all the parts of a letter. Proofread it too. You will have to make up an address for the woodchuck.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Assignment 5

Soil Experiment

My testable question: What type of soil is found near my home?

My prediction: What do I think will happen?

I think _____

Materials: What did I use?

I used _____

Procedure: What did I do?

First, I _____

Then I _____

I also _____

Assignment 5 continued

My observations: What did I see?

I saw _____

Draw and label a diagram of what you saw.



My conclusion:

The soil near my home is mostly _____

Assignment 6 Handwriting

Complete each line. Circle the best letter in each line.

D

L

2

B

Make up a sentence that uses a capital **D** and a capital **L**.

Make up a sentence that uses a capital **B** and a capital **Q**.

Assignment 7**Making It Better**

What is your opinion about the report "Rocks and Minerals" by Jessica Zabinski?

1. Do you think the first paragraph in the report has a good topic sentence? _____

Tell why or why not. _____

2. Do you think the supporting sentences in the first paragraph tell facts or opinions?

3. Do you think the second paragraph in the report has a good topic sentence? _____

Tell why or why not. _____

4. Do you think the supporting sentences in the second paragraph tell facts or opinions?

5. How could Jessica make the report better?

6. Write one more sentence about rocks and minerals that she could add to her report.

Assignment 8

Spelling Test

Write each word as your home instructor says it.

Assignment 9**Rocks, Minerals, and Soil**

Choose the best answer for each question.

1. Kadeen wants to find out which rock is the hardest. He will do

- ☐ a vinegar acid test
- ☐ a streak test
- ☐ a scratch test
- ☐ a magnet test

2. Two rocks are the same colour. When they are rubbed on the sidewalk, one leaves a streak and the other doesn't. Are they the same type of rock?

- ☐ yes
- ☐ no
- ☐ maybe

3. The lustre test is used to discover

- ☐ how hard a rock is
- ☐ if the rock is magnetic
- ☐ if the rock is good for building walls
- ☐ how shiny the rock is

4. A vinegar acid test was done on two rocks. One rock bubbled and fizzed. This shows that the rock contained

- ☐ mica
- ☐ carbonate
- ☐ clay
- ☐ magnetite

Assignment 9

continued

5. Kadeen found Rock A.
He broke it with a hammer.
He knew it must be quartz because
he could see

- ☐ colour
- ☐ calcium carbonate
- ☐ crystals
- ☐ sand

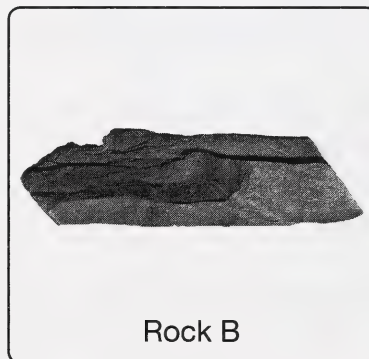


6. The test that would identify magnetite very quickly is the

- ☐ streak test
- ☐ vinegar acid test
- ☐ lustre test
- ☐ magnet test

7. Abigail found Rock B.
She probably found it

- ☐ in a fast-moving river
- ☐ on an ocean beach
- ☐ in a swamp
- ☐ in the mountains

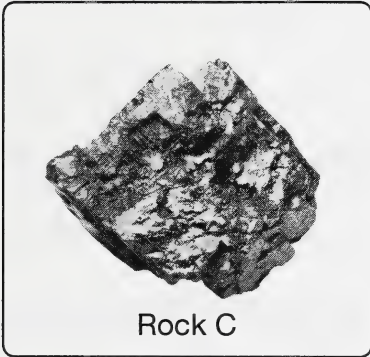


8. Rocks are used to

- ☐ build walls, fences, and fireplaces
- ☐ make jewellery
- ☐ carve statues
- ☐ all of the above

Assignment 9 continued

9. Compare the two rocks in the photos. Tell how they are the same and how they are different.



10. Which rock has eroded most? _____

11. Abigail dug a sample of soil from the beach and a sample from the edge of a pond on a farm.

Which sample would have mostly organic particles? _____

Which sample would have mostly inorganic particles? _____

How could Abigail test the samples to find out?

Assignment 9

continued

12. Kadeen built a sand sculpture at the beach from sand and water. It was a very windy day. When he went back a few hours later, what do you think he noticed?

13. Name three ways that rocks can break down to become soil.

14. Name three ways that soil is used.

Module 5B

Student Learning Log

Put a check mark beside the things you can do.

- ☐ I can write all the letters in handwriting.
- ☐ I can recognize the different parts of soil.
- ☐ I can describe ways in which rocks break down to become soil.
- ☐ I can record experiments.
- ☐ I can tell ways that people have made a difference in their communities.
- ☐ I can write a friendly letter.

Student's Comments

Look back to your journal entries at the end of each day. What was your favourite activity in this module?

What did you have the most difficulty with?

Module 5B

Home Instructor's Comments

Check **yes** or **not yet** for each item.

The student is able to

- | | | |
|--|------------------------------|----------------------------------|
| • recognize inflectional endings and suffixes and to use word analysis to figure out an unknown word | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • follow the steps to complete an experiment or project | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • record science observations in a written form | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • draw and label a science diagram to share observations | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • understand that characters may have different points of view | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • create a time line | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • listen attentively to a recorded interview | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |
| • describe ways in which rocks break down to become soil | <input type="checkbox"/> yes | <input type="checkbox"/> not yet |

Additional Comments

Use this space to make comments about your student's attitude toward science experiments. Does the student exhibit curiosity, perseverance, inventiveness, responsibility, and respect for living things?

Do you have any questions or comments about this part of the module?

Module 5B

Items to Submit

Check each item as you include it for mailing to the teacher.

- ☐ **Day 16:** photo essay (paper copy or electronic copy)
- ☐ **Day 18:** pages 125 and 126 from *Modern Curriculum Press Phonics: Level C*
- ☐ **Day 18:** Assignment Booklet 5B

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